DOCUMENT RESUME

ED 227 178 TM 830 209

TITLE	How Are Children in Your School District (and School) Performing on South Carolina's Basic Skills Tests?
INSTITUTION	Southeastern Public Education Program, Columbia, S.C.
PUB DATE	83
NOTE	38p.
AVAILABLE FROM	Southeastern Public Education Program, 501-1338 Main Street, Columbia, SC 29201 ($3.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Basic Skills; Elementary Secondary Education; *Instructional Improvement; Mathematics Skills; *Minimum Competency Testing; Reading Skills; *State Programs; *Testing Programs; Test Interpretation; Writing Skills
IDENTIFIERS	*Cognitive Skills Assessment Battery; *South Carolina Basic Skills Assessment Program

ABSTRACT

The South Carolina Basic Skills Assessment Program (BSAP), a testing program, presents information to determine how successfully children in individual school districts are achieving the minimum basic skills required by South Carolina law. Each year BSAP tests are given to children entering the first grade and to children in grades 1, 2, 3, 6, 8, and 11. The test for children entering the first grade is the individually administered Cognitive Skills Assessment Battery to determine if children are "ready" to begin first grade work. Reading and mathematics tests are given each spring to children in grades 1, 2, 3, 6, 8, and 11. Writing tests are given each spring only to children in grades 6, 8, and 11. The purpose of these tests is to help teachers identify children's basic skills weaknesses. The test results are used to improve teachers' instruction in the basic skills. A brief explanation informs parents how to interpret the Student Report. (Author/PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227178

TM 830 209

HOW ARE CHILDREN
IN YOUR SCHOOL DISTRICT
(*and school*)
PERFORMING ON SOUTH CAROLINA'S
BASIC SKILLS TESTS?

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
H MIZELL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Southeastern Public Education Program

How Are Children

In Your School District

(and school)

Performing on South Carolina's

Basic Skills Tests?

Copyright © 1983 by the Southeastern Public Education Program

#501 - 1338 Main Street
Columbia, South Carolina 29201
256-6711

The Southeastern Public Education Program (SEPEP) strengthens the capacities of citizens and organizations to act on behalf of the educational interests of children in public schools. SEPEP provides research, information, technical assistance, and representation to build the public support necessary to make school improvement possible. SEPEP is a private, non-profit organization with a fifteen year history of effective advocacy for quality education.

Additional copies of this booklet are available for $3.00 each.

In 1978 the South Carolina General Assembly passed a law which created the Basic Skills Assessment Program (BSAP).

According to the law "basic skills" mean reading, writing, and mathematics.

The law requires the State Board of Education to establish "minimum standards" in reading, writing, and mathematics for certain grade levels.

"Minimum standards" is a term which means the level of performance the State of South Carolina thinks school children should be able to demonstrate in the basic skills. In most cases the minimum standard is represented by a test score.

The Basic Skills Assessment Program (BSAP) is a South Carolina testing program. It provides you with a way to find out how successfully children in your school district are achieving the minimum basic skills required by South Carolina law.

Each year BSAP tests are given to children entering the first grade, and to children in grades 1, 2, 3, 6, 8, and 11.

The test for children entering the first grade is the Cognitive Skills Assessment Battery (CSAB). It is given by one teacher working with one child. Children usually take the test within two weeks after they enter the first grade. One purpose of this test is to determine if children are "ready" to begin first grade work.

Reading and mathematics tests are given each spring to children in grades 1, 2, 3, 6, 8, and 11. Writing tests are given each spring only to children in grades 6, 8, and 11.

The purpose of these tests is to help teachers identify children's basic skills weaknesses. The test results are supposed to be used to improve teachers' instruction in the basic skills.

It is not the intention of the State of South Carolina for the Basic Skills Assessment Program tests to be used for the following purposes:

- to group children for instruction by placing them in separate, self-contained classes;

- to hold children back in the same grade if they do not meet the minimum basic skills requirements;

- to evaluate or make judgements about teachers' performance.

In other words, the BSAP was not designed for these purposes. However, some school districts may be using the test in these ways. There is no State law or regulation that prohibits the tests from being used for these purposes.

After the various BSAP tests are given to children in your school district the tests are collected and sent directly to a national organization for scoring. The tests were developed in South Carolina but the job of scoring them is so massive the State Department of Education has contracted with the national organization to compute the test results.

Only the readiness test, the Cognitive Skills Assessment Battery, is scored by the State Department of Education.

After the tests for grades 1, 2, 3, 6, 8, and 11 have been scored the test results are sent directly to your school district.

Reports of test results are provided which give information about:

- how all district students at a particular grade level performed on the reading, mathematics, and writing tests;
- how all students in a particular grade in a particular school performed on the tests;
- how all students in a particular classroom in a particular school performed on the tests;
- how each student performed on the tests.

The following types of BSAP test reports are illustrated and discussed in this booklet:

- "Demographic Report by Mean Score--District Report"

  A separate report is available for each of grades 1, 2, 3, 6, 8, and 11 for your school district. The report tells you how different groups of students at each of these grade levels performed on the appropriate BSAP tests. No information is provided on individual schools.

- "Cognitive Skills Assessment Battery--District Report"

  This tells you how children entering the first grade, at each elementary school in the district, performed on the BSAP "readiness test."

- "District Summary by School"

  A separate report is available for each of grades 1, 2, 3, 6, 8, and 11 for your school district. The report provides information about the performance of students at a particular grade level in each of the district's schools which include that grade.

- "District/School/Class Summary Report"

  A separate report is available for each of grades 1, 2, 3, 6, 8, and 11 for your school district. This provides more detailed information on how students in a certain grade, at a specific school, performed on the appropriate BSAP tests.

- "Student Report"

  This is a report to parents. It provides information about individual student performance on BSAP tests.

COPIES OF THESE BSAP TEST REPORTS ARE AVAILABLE TO YOU!

You can ask your school district for this information under the provisions of the South Carolina Freedom of Information Act. Of course you cannot obtain test results of a specific child other than your own.

YOU HAVE TO MAKE THE EFFORT TO ASK FOR BSAP TEST INFORMATION!

A Sample Freedom of Information Letter

This sample Freedom of Information request can be adapted by anyone seeking specific documents or answers to specific questions from any public official in South Carolina. The letter is based on the provisions of the S.C. FOI Act.

Dear (Public Official):

I am making an official request for information under Sections Four and Six of the South Carolina Freedom of Information Act of 1978.

I require the following information: (indicate the specific documents or the specific information you need.)

I would like to arrange to *obtain a copy of* **this information at your earliest convenience, but not later than 15 working days from the receipt of this letter, as provided by law.**

I believe the information I have requested meets the definition of "public record" and "public information" described in Sections Three and Six of the Act. As you may know, the Act provides that if a public record contains information exempt from the provisions of the law, a public agency is required to separate the non-exempt material and make it available for inspection and reproduction.

Thank you in advance for your cooperation in this matter. I would be pleased to discuss with you any questions you may have about this request.

One type of test results provided to your school district is called the "Demographic Report by Mean Score--District Report."

The District Report provides information on how different groups of children in your school district performed on the BSAP tests at a particular grade level. Look in the upper right hand corner of the District Report to find the specific grade level of the report. For example, the sample District Report on this page provides information on how all second grade students in the district performed on the BSAP reading and mathematics tests.

Remember that a separate District Report is available for each of the grade levels of 1, 2, 3, 6, 8, and 11 in reading and mathematics. This kind of District Report is available for writing in grades 6, 8, and 11.

The name of your school district will appear here:

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
DEMOGRAPHIC REPORT BY MEAN SCORE

5

GRADE 2
TEST DATE: MAY 82

DISTRICT: 99 SAMPLE DISTRICT

DISTRICT REPORT

	READING									MATHEMATICS								
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT				
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS
SEX																	
MALE	186	686	42.5	45.2	46.8	59.7	55.9	53.2	54.3	186	693	44.6	40.3	51.1	-		
FEMALE	149	729	57.0	27.5	25.5	50.3	44.3	40.3	38.3	149	719	55.0	31.5				
UNKNOWN	1	675	0.0	100.0	0.0	0.0	100.0	100.0	0.0	1	610	0.0					
ETHNICITY																	
WHITE	184	735	63.6	30.4	29.9	45.7	37.5	37.0									
BLACK	152	669	60.9	46.1	46.1	47.1											
HISPANIC	0	0	0.0														
ASIAN-AMERICAN																	
AMERICAN IN																	

It is possible to use the District Report to find out how certain groups of students in your school district performed on the BSAP tests.

For example, on the sample below we can find out that 186 male students in the second grade took the reading test.

We can also find out that 42.5% of the male second grade students who took the reading test in this school district scored at or above the minimum reading standard set by the State Board of Education.

This means that when these students took the test they were able to demonstrate their mastery of the basic skills in reading which the State of South Carolina believes are adequate for second grade students. This does not mean all these students are great readers or that they should not work to improve their reading. It only means these students were able to achieve the minimum the State of South Carolina considers necessary.

5

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
DEMOGRAPHIC REPORT BY MEAN SCORE

DISTRICT: 99 SAMPLE DISTRICT

DISTRICT REPORT

GRADE 2
TEST DATE: MAY 82

	READING									MATHEMATICS							
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT				
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PC
SE																	
MALE	186	686	42.5	45.2	46.8	59.7	55.9	53.8									
FEMALE	149	729	57.0	27.5	25.5	50.3											
UNKNOWN	1	675	0.0	100.0													
ETHNICITY																	
WHITE																	

14

15

BUT THERE IS IMPORTANT INFORMATION WHICH DOES NOT APPEAR ON THE DISTRICT REPORT.

You will have to use basic mathematics to find out the percentage and number of students who did not meet the required minimum level of achievement for reading, mathematics, and writing.

Using the example from the previous page, you can find out the percentage of male second grade students in the district who are not meeting the minimum reading standards. Subtract 42.5% from 100%. You will find the percentage is 57.5%.

To find out the number of male second grade students in the district who are not meeting the minimum reading standards, multiply the number of students taking the test (186) by the percentage of those not meeting the standard (57.5%; convert this to .575 to multiply). You will find the number is 106.95 (or 107).

You have found that over half of the male second grade students in the school district could not meet the minimum basic skills standard for reading when they took the test. This is a serious problem.

WHAT IS THE SCHOOL DISTRICT DOING TO HELP THESE CHILDREN?

South Carolina law says that when a student is found not to meet the BSAP standards the school district shall:

> "...provide basic instruction to aid the student in bringing his performance up to the statewide minimum standards..."

5

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
DEMOGRAPHIC REPORT BY MEAN SCORE

DISTRICT: 99 SAMPLE DISTRICT

DISTRICT REPORT

GRADE 2
TEST DATE: MAY 82

	READING									MATHEMATICS								
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT				
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS
SEX																	
MALE	186	686	42.5	45.2	46.8	59.7	55.9	53.2	54.3	186	693	44.6	40.3	51.1	37.6	54.3	24.2
FEMALE	149	729	57.0	27.5	25.5	50.3	44.3	40.3	38.3	149	719	55.0	31.5	38.3	35.6	43.6	14.8
UNKNOWN	1	675	0.0	100.0	0.0	0.0	100.0	100.0	0.0	1	610	0.0	0.0	100.0	100.0	100.0	100.0
ETHNICITY																	
WHITE	184	735	63.6	30.4	29.9	45.7	37.5	37.0	34.8	184	735	62.0	25.5	38.0	22.8	40	
BLACK	152	669	60.9	46.1	46.1	47.1	37.1	40.5	41.8	152	667	63.6	19.3	34.6	23.9		
HISPANIC	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0		
ASIAN-AMERICAN	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0			
AMERICAN INDIAN	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0			
UNKNOWN	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0.0				
TITLE 1																	
NO READING & MATH	261	728	60.2	29.9	27.6	49.0	42.1	37.9	36.8	261	723	58.6					
READING AND MATH	47	616	6.4	70.2	76.6	80.9	87.2	78.7	89.4	47	634	1					
READING ONLY	9	623	0.0	44.4	88.9	88.9	77.8	77.8	77.8	9	672						
MATH ONLY	18	653	22.2	55.6	44.4	61.1	66.7	88.9	66.7	18	67						
UNKNOWN	1	618	0.0	100.0	100.0	100.0	100.0	100.0	100.0	1							
LUNCH PROGRAM																	
NO F/R LUNCH	158	750	67.1	22.2	20.9	39.2	31.6	31.0	28								
FREE LUNCH	144	659	27.8	54.2	54.2	70.8	71.5	63.9									
REDUCED LUNCH	34	692	52.9	38.2	41.2	64.7	52.9	35									
UNKNOWN	0	0	0.0	0.0	0.0	0.0	0.0										
HANDICAPPED																	
HANDICAPPED	23	640	26.1	60.9	56.5	78.2											
NOT HANDICAPPED	313	710	50.5	35.8	38.8	5											
UNKNOWN	0	0	0.0	0.0	0.0												
GIFTED AND TALENTED																	
GIFTED AND TALENTED	0	0	0.0														
NOT GIFTED/TALENTED	286	696	43.3														
UNKNOWN	61	743	7														
REPEATER																	
REPEATER	23																
NON-REPEATER	3																
UNKNOWN																	
ALL STUDENTS																	

The District Report provides much valuable information about the basic skills performance of different groups of students in your school district.

You can use the District Report to find out how well these students are meeting the minimum basic skills standards the State of South Carolina has established.

This information will tell you a lot about the basic education needs of children in your school district.

Remember that the District Report is designed to be used by educators, not the general public. If you want to understand all the abbreviations on the report you will have to do your homework.

For example, the District Report below tells us that among second grade boys who took the BSAP reading test, 45.2% need to improve their basic skills in "DW." "DW" is an abbreviation that stands for Decoding and Word Meaning. This is a general basic skills area of reading. The State Department of Education has established a broad basic skills objective that is a statement of what a student ought to be able to do to demonstrate a mastery of Decoding and Word Meaning. The objective states: "The student can use word recognition skills and can determine the meanings of words." The District Report below says that 45.2% of the second grade boys need to improve in this area.

You really can't make sense out of the abbreviations "DW," "DE," "MI," etc. unless you have a booklet titled, State Objectives--Reading, Writing, and Mathematics, Grades K-12. Every teacher is supposed to have a copy of this booklet. You can obtain a copy by sending one dollar to: Office of Research, South Carolina State Department of Education, Room 608, Rutledge Building, 1429 Senate Street, Columbia, S.C. 29201.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DEMOGRAPHIC REPORT BY MEAN SCORE

DISTRICT: 99 SAMPLE DISTRICT

DISTRICT REPORT

GRADE 2
TEST DATE: MAY 82

	READING									MATHEMATICS									
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT						
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN						
SEX																			
MALE	186	686	42.5	45.2	46.8	59.7	55												
FEMALE	149	729	57.0	27.5	25.5														
UNKNOWN	1	675	0.0	100															
ETHNICITY																			
WHITE																			

There is also a District Report providing information about the performance of first grade children who took the Cognitive Skills Assessment Battery (CSAB) shortly after they entered the first grade. This test is to determine a child's "readiness" to begin first grade work.

You will notice the District Report below looks different than the previous samples we have shown. This is because the CSAB test is scored at the State Department of Education. The Department then sends the District Report to each school district.

The CSAB District Report provides information on children's performance at each elementary school in the district. If a child scores 88 or above on the test (it is possible to score 117), the child is considered to be "ready" for first grade work. If a child scores below 88 on the CSAB he/she is considered to be "not ready" to begin first grade work.

PROGRAM A32125 SOUTH CAROLINA DEPARTMENT OF EDUCATION PAGE 1
11/19/82 COGNITIVE SKILLS ASSESSMENT BATTERY
DISTRICT REPORT

DISTRICT:

SCHOOL: ELEMENTARY SERIAL NUMBER: 40-01-020

MEAN SCORE	90.3	NUMBER READY	21	% READY	53.9
MEDIAN SCORE	89.0	NUMBER NOT READY	16	% NOT READY	41.0
LOWEST SCORE	55	NUMBER INCOMPLETE	2	% INCOMPLETE	5.
HIGHEST SCORE	108	(NOT READY)			

SCHOOL: ELEMENTARY

MEAN SCORE 93.5
MEDIAN SCORE
LOWEST SCO

If a child scores below 88 on the Cognitive Skills Assessment Battery (CSAB) and is said to be "not ready" the child has not "failed" the test.

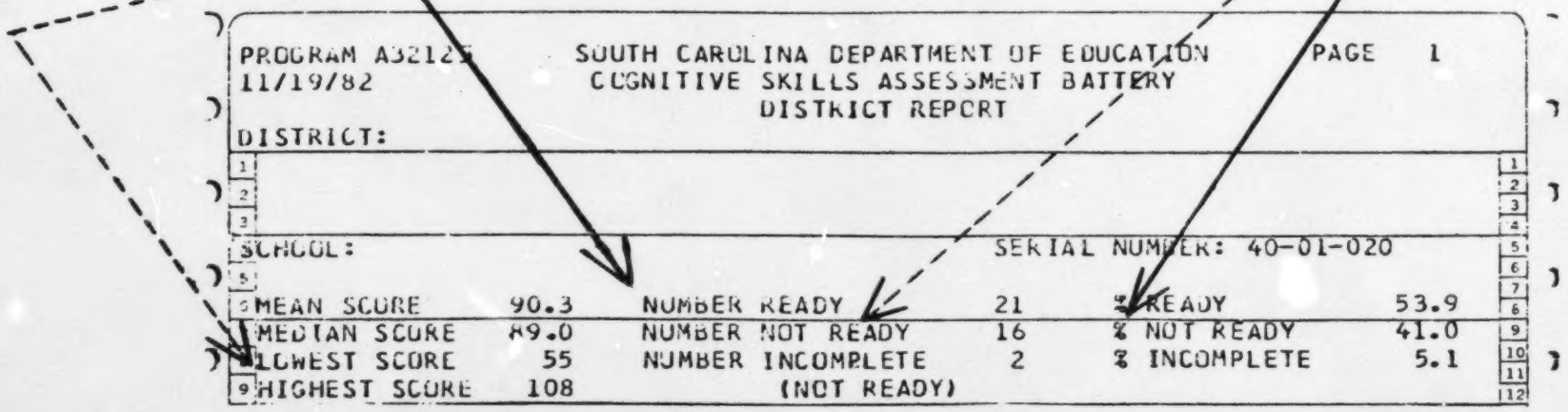
Children should not be punished or penalized because they score below 88. They should receive extra instruction as soon as possible.

South Carolina law says that test results are to be used "to provide appropriate developmental activities in the first grade." These "appropriate developmental activities" are to be provided to all children, whether they score above or below 88 on the test!

The CSAB District Report provides you with specific information about how children at each elementary school in your district performed on the Cognitive Skills Assessment Battery.

There is information which tells you:

- The number of children who were found to be "ready" for first grade work (scored 88 or above on the test);
- The number of children who were found to be "not ready" for first grade work (scored below 88 on the test);
- The percentage of the total number of children taking the test who were found to be "ready" and "not ready";
- The highest score, and the lowest score, attained by students at the school.



PROGRAM A32125 — SOUTH CAROLINA DEPARTMENT OF EDUCATION — PAGE 1
11/19/82 — COGNITIVE SKILLS ASSESSMENT BATTERY
DISTRICT REPORT

DISTRICT:

SCHOOL: — SERIAL NUMBER: 40-01-020

MEAN SCORE	90.3	NUMBER READY	21	% READY	53.9
MEDIAN SCORE	89.0	NUMBER NOT READY	16	% NOT READY	41.0
LOWEST SCORE	55	NUMBER INCOMPLETE	2	% INCOMPLETE	5.1
HIGHEST SCORE	108	(NOT READY)			

Still another type of test results report form is the "District Summary By School." This is available for grades 1, 2, 3, 6, 8, and 11.

This report tells you about the performance of students at a particular grade level, in each school that includes that grade. For example, you can use this form to find out how your district's second grade students, in each elementary school, performed on the BSAP reading test. Keep in mind there is a separate report form for each grade level tested.

The State Department of Education has set a "minimum achievement standard" for reading and mathematics in grades 1, 2, 3, 6, and 8. This standard is represented by the score 700. The form below tells you how many students (and what percentage of students taking the test) met or exceeded the score of 700 in second grade reading.

Name of each elementary school where 2nd grade students took BSAP reading and mathematics tests.

Total number of 2nd grade students who took the BSAP reading test at this elementary school.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT SUMMARY BY SCHOOL

3

DISTRICT: 99 SAMPLE DISTRICT

GRADE 2

TEST DATE: MAY 82
TOTAL TESTED: 474

NAME	READING									MATHEMATICS							
	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT							TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE				CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING
ELEMENTARY	135 786 783	111 82.2	12.6	12.6	37.8	17.0	16.2	15.6	134 795 807	111 82.8	16.4	23.1	12.7				
ELEMENTARY	43 727 731	28 65.1	18.6	18.6	62.8												

Number of 2nd grade students meeting the minimum achievement standard in reading.

Percent of 2nd grade students meeting the minimum achievement standard in reading.

HOW MANY SECOND GRADE STUDENTS IN THE ELEMENTARY SCHOOL BELOW DID NOT MEET THE MINIMUM ACHIEVEMENT STANDARD IN READING?

To find the number of students who did not meet the standard:

	135	The total number of students who took the test.
subtract -		
	111	The number of students who met the standard
	24	The number of students who did not meet the BSAP minimum achievement standard in reading.

(Note that this figure is not included on the report form; you have to calculate it for yourself.)

To find the percentage of students who did not meet the standard:

	100.00%	The percentage of students who took the test.
subtract -		
	82.2 %	The percentage of students who met the standard.
	17.8%	The percentage of students who did not meet the BSAP minimum achievement standard in reading.

(Note that this figure is not included on the report form; you have to calculate it yourself.)

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT SUMMARY BY SCHOOL

3

GRADE 2

TEST DATE: MAY 82
TOTAL TESTED: 474

DISTRICT: 99 SAMPLE DISTRICT

NAME	READING										MATHEMATICS									
			PERCENT NEEDING IMPROVEMENT										PERCENT NEEDING IMPROVEMENT							
	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING				
01 ELEMENTARY	135 7786	111 82.2	12.6	12.6	37.8	17.0	16.3	15.6	134 795	111 82.8	16.4	23.1	12.7	16.4	5.2					

If you want even more information about how students in a particular grade at a particular school scored on the BSAP tests, you can ask for the "District/School/Class Summary Report." The benefit of this report is that it tells you in what areas improvement is needed even for students who met the BSAP standard.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

9

DISTRICT/SCHOOL/CLASS SUMMARY REPORT

GRADE 6

DISTRICT: 99 SAMPLE DISTRICT
SCHOOL: 02 SAMPLE MIDDLE SCHOOL

TEST DATE: MAY 82

SKILL AREA		TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
			ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT	
			NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
READING	MEAN = 707 HIGHEST = 975 MEDIAN = 692 LOWEST = 536 STANDARD = 700; SCORE RANGE = 259-975	121	57	47.1	64	52.9								
OBJECTIVES:	DECODING & WORD MEANING		51	42.1	70	57.9	39	68.4	18	31.6				
	DETAILS		95	78.5	26	21.5	57	100.0	*					
	MAIN IDEA		73	60.3	48	39.7	50							
	REFERENCE USAGE		78	64.5	43	35								
	INFERENCE		65	53										
	ANALYSIS OF LITERATURE													
MATHEMATICS	MEAN = 656 HIGHEST = 940 MEDIAN = 645 LOWEST = [illegible] STANDARD = 700; SCORE RANGE = [illegible]													
OBJECTIVES:	CONCE[illegible]													

The Student Report for Parents

On the next two pages of this booklet you will find samples of the "Student Report."

A Student Report is prepared for each student who takes the BSAP tests. Reports are sent to each school district with the suggestion that the Student Report be sent to the parents of each child who took the tests. However, there is no requirement that school districts or schools send the Student Report to parents.

State law does require school districts to "provide test information and explanations of deficiencies" to parents of children who are found not to meet the BSAP standards. Some school districts and schools may use the Student Report to satisfy this requirement; others may not. Parents of children who meet the BSAP standards may or may not receive the Student Report.

This is the front of the Student Report.

You will notice that it uses terms which are not familiar to most parents. However, most of these terms are explained on the back of the Student Report.

Because the Student Report may not be clear to many parents it would be helpful for community groups to sponsor workshops and programs to explain the Student Report. Groups such as the PTA, school booster club, community action agency, Head Start Center, School Advisory Council, PTO, and other organizations could ask local school officials to conduct such a program.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

1

STUDENT REPORT FOR FOUNTAIN, MARIE T.

DISTRICT: 99 SAMPLE DISTRICT
SCHOOL: 01 ELEMENTARY
TEACHER: T. T. SMITH

GRADE 2

TEST DATE: MAY 82

READING

STANDARD = 700 SCORE RANGE = 314-936

TOTAL SCORE: 760
MET STANDARD? YES

OBJECTIVES (* NEEDS IMPROVEMENT)
- *DECODING & WORD MEANING
- DETAILS
- MAIN IDEA
- REFERENCE USAGE
- INFERENCE
- ANALYSIS OF LITERATURE

READING SUMMARY FOR FOUNTAIN, MARIE T.

THE READING SCORE FOR MARIE IS ABOVE THE STATE STANDARD OF 700.

IN REFERENCE TO THE STATE STANDARD, MARIE NEEDS IMPROVEMENT IN DECODING & WORD MEANING.

IN REFERENCE TO THE STATE STANDARD, MARIE'S PERFORMANCE WAS STRONG IN DETAILS, MAIN IDEA, REFERENCE USAGE, INFERENCE, AND ANALYSIS OF LITERATURE.

MATHEMATICS

STANDARD = 700 SCORE RANGE = 197-923

TOTAL SCORE: 704
MET STANDARD? YES

OBJECTIVES (* NEEDS IMPROVEMENT)
- *CONCEPTS
- OPERATIONS
- MEASUREMENT
- GEOMETRY
- PROBLEM SOLVING

MATHEMATICS SUMMARY FOR FOUNTAIN, MARIE T.

THE MATHEMATICS SCORE FOR MARIE IS ABOVE THE STATE STANDARD OF 700.

IN REFERENCE TO THE STATE STANDARD, MARIE NEEDS IMPROVEMENT IN CONCEPTS.

IN REFERENCE TO THE STATE STANDARD, MARIE'S PERFORMANCE WAS STRONG IN OPERATIONS, MEASUREMENT, GEOMETRY, AND PROBLEM SOLVING.

Grades 1, 2, and 3

Dear Parent:

In 1978, the South Carolina legislature established the South Carolina Basic Skills Assessment Program (BSAP). The BSAP includes State Objectives in Grades K—12 and basic skills tests for these objectives in Grades 1, 2, 3, 6, 8, and 11. The main purpose of the BSAP is to improve instruction for your child.

This year represents the second year of statewide testing. However, this is the first year that the standard of 700 has been set for Reading and Mathematics.

Your child's scores are provided on the front of this score report. For Reading and Mathematics, your child has met the state standard if your child's score is 700 or above. Your child has not met the state standard if your child's score is below 700. Regardless of whether your child met the state standard, the objectives in which your child needs improvement are starred (•).

The BSAP State Objectives and their general explanations are provided below. The explanations are general in that they are appropriate for Grades 1—12.

Please contact your child's teacher for further information.

STATE OBJECTIVES

READING

DECODING AND WORD MEANING
Objective: The student can use word recognition skills and can determine the meanings of words.
Explanation: Recognizing and/or understanding the meanings of the words in a story or selection.

DETAILS
Objective: The student can accurately comprehend the details in a reading selection.
Explanation: Answering questions which ask who, what, where, when, why, how, how many, or in what sequence about a story or selection.

MAIN IDEA
Objective: The student can determine the main idea of a reading selection.
Explanation: Answering questions which require the student to identify the most important point of a story or selection.

REFERENCE USAGE
Objective: The student can locate and utilize desired information in reference sources.
Explanation: Finding and using information in dictionaries, indexes, encyclopedias, maps, library card catalogues, or other reference sources.

INFERENCE
Objective: The student can make valid inferences about a reading selection.
Explanation: Going beyond the information presented in a story or selection to make comparisons, determine causes and effects, draw conclusions, or predict outcomes.

ANALYSIS OF LITERATURE
Objective: The student can critically analyze a reading selection.
Explanation: Answering questions about a story, poem, or selection which require the student to do things such as separate the real from the imaginary; distinguish fact from opinion; recognize elements of literature such as plot, setting, and theme.

MATHEMATICS

CONCEPTS
Objective: The student can apply numerical concepts.
Explanation: Identifying symbols, counting, interpreting tables and graphs, comparing numbers, and expressing numbers in different ways, etc.

OPERATIONS
Objective: The student can compute accurately.
Explanation: Adding, subtracting, multiplying, or dividing different types of numbers.

MEASUREMENT
Objective: The student can apply measurement concepts.
Explanation: Estimating and measuring in the standard and metric systems; identifying and using correct units such as inches and meters; identifying and using devices such as clocks, rulers, and thermometers; and reading scale drawings.

GEOMETRY
Objective: The student can apply geometric concepts.
Explanation: Identifying and comparing shapes and finding perimeters, areas, and volumes of shapes.

PROBLEM SOLVING
Objective: The student can solve problems requiring the use of mathematics.
Explanation: Finding exact or estimated answers to word problems.

This is the back of the Student Report. A similar letter to parents is on the back of the Student Report for grades 6, 8, and 11 but it also includes a report on the writing test.

Information on State BSAP Test Results

You may also be interested in how different types of students throughout South Carolina are performing on the BSAP tests. Statewide BSAP test results can be found in the publication, Report on the Implementation of the Basic Skills Assessment Program, 1981-82.

This report is published each year. It contains much valuable information about the implementation of the BSAP across the state.

You can obtain a copy of this publication by sending one dollar to Office of Research, South Carolina State Department of Education, Room 608, Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201.

What to Do:

Your Response to Findings

of

Students' Basic Skills Test Performance

- Make sure parents and citizens in your church, civic club, community organization, etc., understand the facts about students' performance on South Carolina's basic skills tests.

- Discuss with your superintendent or principal how your organization can work with the school district or school to improve students' basic skills.

- Ask your district superintendent how much in local funds your school district is spending to provide extra instruction for students who do not meet BSAP standards.

- Ask what special programs your school district or school has started to help students who do not meet BSAP standards; visit and observe these programs.

- On a regular, yearly basis obtain copies of BSAP test reports from your school district or school. Keep a file of these reports and compare them each year. For example, you can look at how second grade students in a particular school performed on the BSAP reading test in 1982, and then compare this with how these students perform on the reading test in 1983 when they are in the third grade.

- Ask your superintendent for a copy of the most recent monitoring report of your school district's implementation of the BSAP. This monitoring report is prepared by the Basic Skills Section of the State Department of Education after a visit to your school district. However, a school district is only monitored about once every three years.

What to Do (Continued)

- You may sometimes hear the following explanations by school officials as to why little progress has been made with, or can be expected from, students who do not meet BSAP standards:

"There isn't much we can do; their parents don't care."

"South Carolina has a history of educational neglect of some groups but we are making a good effort now to educate all people. We are making progress with children entering school but there isn't much we can do with older students."

"Students' basic skills performance will only improve when the general socio-economic, nutritional, and health conditions of all South Carolinians improve."

"We rely on Chapter I funds (formerly Title I) to provide extra help to these children but we are receiving less of these funds than in the past."

"If you think things are bad now, you should have seen them twenty years ago; we're making progress."

"Many of these children come to school so deprived (no books in the home, etc.) they will never catch up."

These statements should not be used as excuses to justify students' poor performance on the BSAP. They should also not be used to excuse inaction in providing these students the help they need to meet the BSAP minimum standards.

The hard truth is that the primary responsibility for basic skills improvement lies with the schools--not society in general and not even parents. Better school management, and more intensive and effective instruction, can improve students' basic skills--in spite of other problems.

IT IS UP TO YOU TO DEMAND AND SUPPORT ACTIONS WHICH WILL MAKE QUALITY INSTRUCTION POSSIBLE!